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ABSTRACT

This booklet presents a description of bilingual programs funded by the State Urban Education Program, which include Quality Incentive Programs and Community Education Centers. There are descriptions of 13 separate programs and a list of objectives for each one. Enrollment statistics are included when applicable. (SK)

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DESCRIPTION OF BILINGUAL PROGRAMS FUNDED BY THE STATE URBAN EDUCATION PROGRAM

I. QUALITY INCENTIVE PROGRAMS
II. COMMUNITY EDUCATION CENTERS

May, 1973

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I. QUALITY INCENTIVE PROGRAMS

Community School District 2

Bilingual Resources Program

Project Description

The program is designed to develop curriculum resorces and on-the-job teacher training which will more closely meet the diversity of needs of the pupils in P.S. 2. Specifically there is a need within the community to have full time curriculum resource people who will be familiar with the literature in the field and capable and willing to communicate it to the teachers and educational assistants.

There is need for the professionals to work on a more systematice basis with paraprofessionals who are both bilingual and have a familiarity with either Puerto Rican or Chinese community in order that curriculum development and teacher training takes into account the wide diversity of pupils in the school in terms of language, ethnic groupings, and cultural background as well as academic achievement.

There will be a team of 2 professional teachers and two (2) Educational Assistants. The 2 teachers will have dual responsibilities. They will be responsible for teacher training activities and for curriculum refereals. In addition to their general duties, they will function as a specialist in one curriculum area (reading, math, bilingual teaching and the like). Where appropriate they will also be responsible for planning and developing programs in their specialty.

The two (2) Educational Assistants will work under the supervision of and in concert with the resource teacher assigned to that school. Their primary responsibility will draw on their special talents namely their familiarity with their neighborhood and its cultures and where possible their ability to speak Chinese or Spanish. They will, for instance, make home visits where pupils have low attendance records. They will be responsible for tranlating and more generally facilitating communication between child and professional and parent and professional. In addition, they will serve as a link between the paraprofessional in the classroom and the resource staff, in order that the resource group can more appropriately respond to the curriculum concerns of the educational assistants.

Project Objectives

1. It is anticipated that there will be a 50% reduction in truancy rates for a minimum of two months as measured by daily attendance records.

2. Fifty percent of the target population will maintain a passing average as measured by the final report.

Community School District 2

In-Migrant School Community Project

Project Description

The program establishes a child-centered classroom having bilingual activities which include appropriate means of remediation by assuring disadvantage children a curriculum that is rich in successful learning and socialization experiences. The teacher develops bilingual interest centers in each curriculum area within the classroom and structures the centers to operate in such a way as to maximize learnings, and enable the children to gain independence. Each interest area presents the children with a laboratory experience using games, puzzles, matching exercises, Cuisinaire rods and other individualized instructional materials. The children are taken on interesting trips within New York City limits in order to stimulate language learnings.

Project Objectives

To develop the language arts skills of non-English-speaking pre-school and kindergarten children to the degree that 50 percent of the participants will achieve a greater understanding of the language and will read on pre-primer and primer levels.

Number of Children Served

Elementary: 200

Community School District 6

Bilingual Program

Project Description

This program is designed to provide instruction for approximately 8,000 non-English-speaking Spanish children and approximately 600 non-English-speaking Greek children in all elementary and junior high schools in the District. It consists of two components. In the Day Component the teachers select children rated one and two according to the New York City Board of Education Scale of Pupil's Ability to Speak English. At their direction the bilingual professional assistants assist in small group instruction using lesson plans and materials prepared by the teachers. They translate this material into the child's language when necessary as a tool of instruction. In the After School Component, twenty newly arrived children who most need remediation are selected and afforded intensive small group instruction from 3:15 p.m. to 5:15 p.m. daily.

Project Objectives

To develop language skills in English through a coordinated program of supportive services for the non-English-speaking child and his family and to increase the ability of the newly arrived Spanish and Greek-speaking children to speak, read and write so they can use and comprehend language in both English and Spanish or Greek.

Number of Children Served

Elementary: 7,099

JHS and/or IS: 1,501

Community School District 7

Bicultural Education Program

Project Description

The program is established in 16 elementary and five intermediate target schools and is conducted as an integral part of the History and Social Science program during the regular school day. Classes are held twice a week during which time pupils have an opportunity to develop techniques of inquiry and discovery. Rich and varied current materials in Puerto Rican and Hispanic History and culture are used to reach the goals of this program.

A team, consisting of a teacher-trainer, a teacher, an auxiliary trainer and two educational assistants, is responsible for developing model lesson plans and compiling materials pertinent to the proper functioning of the program. The staff meets with teachers at convenient times and during grade and faculty conferences. Regularly scheduled meetings at the District Office are held twice a month. The teacher (acting as coordinator) conducts grade conferences and community groups, gives classroom demonstrations, holds conferences and meetings with district personnel and visits other agencies related to the Puerto Rican culture. The staff assists the teachers in distributing materials and equipment, preparing and disseminating information and organizing a district resource center.

Project Objectives

The program is designed to impart to sixth and seventh graders a knowledge of Puerto Rican and Hispanic culture and history. Also, approximately 16 cluster teachers are trained in the techniques, methodology and content of Puerto Rican and Hispanic History and Culture.

Number of Children Served

Elementary: 2,400

JHS and/or IS: 900

Community School District 10

Bilingual Bicultural Program

Project Description

All participants both Spanish and non-Spanish-speaking receive instructions daily in English and Spanish. All non-English-speaking students who have scored D-F on the rating scale, Pupils Ability to Speak English, receive 30-45 minutes of instruction each day. Both Spanish and non-Spanish-speaking children receive instruction in Spanish 20 minutes daily. Each group is supportive of the other: by serving as resource people; by assisting the teacher and the educational assistants; and by offering suggestions for the development of the class curriculum.

Forty-three bilingual educational assistants who speak Spanish and English fluently are responsible for a multiplicity of duties in 22 schools. They provide small group instruction to those learning English as a second language and to those learning Spanish as a second language. They help the classroom teacher to understand the needs of the Spanish-speaking pupils by the interpretation of their culture and customs. In addition, they assist with the planning and presentation of special commemorative day exercises.

A bilingual project coordinator recruits and assigns bilingual personnel for whose orientation, training and supervision she is responsible. She also selects and develops instructional materials and curriculum for district-wide implementation. Current information on institutes, conferences, workshops and scholarships is circulated periodically to the schools and to the Resource Center by the coordinator.

Project Objectives

To increase the English language fluency of non-English-speaking children to the extent that 75 percent of the participants tested with the New York City English Language Fluency Scale will demonstrate a minimum improvement of one step.

To have elementary classes of non-Spanish-background pupils learn use conversational Spanish. This will be considered as achieved if 50 percent of class conversation is conducted in Spanish during the last four weeks of the program.

To develop a positive interest in learning conversational Spanish and Puerto Rican culture among 50 percent of the non-Spanish-cultured children.

Number of Children Served

Elementary: 1445

JHS and/or IS: 240

Special Schools

Educational Facility for Pregnant Non-English-Speaking Students

Project Description

Thirty secondary school age students, grades 7-12, who are pregnant and non-English-speaking participate in this program which is housed in one of the facilities for pregnant school age girls. Non-English-speaking students from the other five facilities for the education of pregnant school age girls are encouraged to transfer to this facility to participate in the special program.

The students are grouped according to their ability to speak English, based on the scale of A-G. Instruction is given in the academic subject areas, infant care and homemaking skills, and business education. However, all instruction is given bilingually and the major emphasis is in teaching English as a second language.

The program provides funds for a bilingual teacher. The teacher has the assistance of those bilingual paraprofessionals employed in the facility through other funds. Other services provide at the facility are those of a guidance counselor and social worker who refer the students to medical and social agencies for pre- and post-natal care. Contact with these agencies is maintained by the bilingual teacher in cooperation with the guidance counselor and social worker.

There is an on-going program of teacher-training conducted by the assistant principal in charge of the facility. The teacher also attends teacher-training sessions conducted by the district office once a month.

Information regarding this program is submitted for publication in local English and Spanish newspapers, national magazines, flyers in English and Spanish to local health facilities and churches, and announcements in the local Spanish radio station.

Project Objectives

Eighty percent of the students will increase by forty percent their oral English communication skills as measured by pre and post-tests.

At least eighty-five percent of the students receiving bilingual instruction will increase by fifty percent their infant and allied homemaking skills as measured by pre- and post-tests.

Twenty percent more girls will return to school after the birth of their babies than those who do not.

At least thirty-five percent of the students will raise their skills in reading in both English and Spanish at least .1 of a year for each .1 of a year spent in this program as measured by pre- and post-tests.

Number of Participants Served

Secondary: 30

II. COMMUNITY EDUCATION CENTERS

Community School District 4

El Museo Del Barrio

Project Description

The project is designed to establish a Cultural Heritage Center in a storefront for the Puerto Rican community of the target area.

Art objects representative of folk artists and fine artists will comprise the permanent exhibits. A gallery for temporary exhibits to encourage an exchange of cultures will also be available.

Bulletins containing historical facts will be prepared by the museum staff and distributed to the schools.

District schools will make arrangements for class visits to the museum.

Children will be conducted on guided tours of the museum by teachers, educational assistants and student aides. Pre and post-visit lessons will be prepared for individual classes.

Museum services will include concerts, theatre performances, films, and special exhibits.

Project Objectives

To improve the knowledge of all our people of the culture, history and heritage of Puerto Rico specifically stated below:

After classroom instruction and participation in museum activities, 60 per cent of the students will score a passing grade or better on a test developed for this particular segment of this activity.

Number of Children Served

Elementary: 14,538

JHS and/or IS: 4, 684

Community School District 5

Classroom Bilingual Project

Project Description

Provision for bilingual instruction to students, based on guide-lines of proposal and in-service staff training and orientation in curriculum, evaluation procedures, team teaching methods, and use and adaptation of various types of books and materials.

Project Objectives

To alleviate the academic problems encountered by students in need of a bilingual education. To offer Spanish and English in reading and arithmetic and science, depending on grade levels, for students whose dominant language is Spanish and rate low on English fluency and for English speaking students with an aptitude for Spanish, serving grade levels kindergarten, 1st, 2nd, and 7th. The bilingual kindergarten will initiate and develop adaptability to a structured classroom setting; develop and strengthen social relation skills in a classroom setting; initiate and develop basic readiness skills (manipulative skills, fine motor coordination, hand-eye coordination, etc.); initiate and develop skills to respond to classroom directions in both languages including the use of question and statement language patterns, placement of adjectives, placement of pronouns, etc.; strengthen listening and concentration skills; initiate and develop language concepts in both languages; participate in games, music, etc. which are native to each of the languages and cultures. English and Spanish reading programs, math and science will be added to the curriculum of first, second, and seventh grades to help recent immigrants from Spanish speaking countries to facilitate language transition.

Number of Children Served

Elementary: 166
JHS and/or IS: 46

Community School District 7

The South Bronx Community Action Theatre (S.B.C.A.T.) - Bilingual Performing Arts Center

Project Description

There is need to provide instruction in the various aspects of the arts and provide cultural enrichment activities in order to tap the innate talents of the children.

The District Plan submitted points out the needs for programs which will motivate students in the area of awareness about their own cultural heritage as well as provide enrichment in the area of the arts.

The program will include the following classes and workshops in the respective schools:

PS 25 - Dance, Drama, Fine Arts, Guitar, Music.
PS 5 - Dance, Drama, Guitar, Fine Arts, Afro-Drums.
PS 162 - Art Studio (only).

From 10:00 a.m. to 3:00 p.m. the full-time staff will conduct workshops during the school day. These workshops will be scheduled in all schools in the district. There will be after-school intensive, in-depth performing, creative and other allied classes and workshops at both Bilingual Performing Arts Centers. This will take place between 3:00 p.m. and 6:00 p.m. - The part-time staff will be: One guitar teacher, one art teacher, and one drama teacher. The part-time staff will work three hours a day for 187 days, from 3:00 p.m. to 6:00 p.m.

Project Objectives

To expose 800 pupils to 100 instructional hours of Puerto Rican cultural experiences. Cultural experiences will include four major elements: drama, dance, music, and fine arts.

Number of Children Served

Elementary: 900

Community School District 12

Supportive Services For The Bilingual School PS 211

Program Description

The Bilingual School in District 12, Bronx, enrolls approximately seven hundred pupils in grades one through four, of whom 70 per cent will be pupils learning English, and 30 percent are English speaking children.

Four teachers are assigned to each learning area, which services about 115 pupils. A team-teaching approach is employed in each cluster. Bilingual instruction is also employed.

The Spanish language is taught to all pupils. Both English and Spanish are taught to the parents of all children.

This proposal adds staff and services and materials to the Bilingual School in order to increase its effectiveness. The extra staff includes additional teachers, assigned to each cluster and assistant director to provide better supervision and administration.

Program Objectives

The increased achivement in learning by subject areas of students (a) who are "non-English speaking", measured by teacher devised tests in Spanish; progress in conversational English will be measured by teacher devised scales; (b) who are "bilingual" or "non-Spanish speaking", measured by the standardized subject area tests in English, progress in conversational Spanish will be measured by teacher devised scales.

Number of Children Served

Elementary: 685

Community School District 13

Bilingual Program

Project Description

This program offers instruction in English as a second language and instruction in the content areas of mathematics, science and social studies in Spanish for 225 Spanish speaking children in 7 of the District 13 schools with high concentration of Puerto Rican and other latin children. Participants will be selected on the basis of English language deficiency as reflected by scores of D through F on "New York City Board of Education Scale of Pupil's Ability to Speak English."

Nine clases will be organized, with children grouped according to English deficiency. Heavy instructional emphasis will be placed on the audio lingual approach in English and the language arts. Vocabulary, subject to concrete illustrations through the use of real objects, pictures, gestures, and body movements in addition to a fund of abstract works, where daily experiences are capitalized on, will be taught. Cassette sets will be an important feature of such instruction. Science, math, and social studies will be taught in Spanish to facilitate children's expeditious learning of these areas basic underlying concepts. Opportunities for the integration of the program with the total school program will be afforded through the participation of the children in the regularly scheduled gym and assembly periods, and during special school-wide events.

Project Objectives

1. To improve the reading achievement of the students in District 13.

2. To provide improved educational opportunities for bilingual students, in the form of bilingual teachers, aides and teachers of English as a second language.

Number of Children Served

Elementary: 225

Community School District 14

Bilingual Program

Project Description

The 1300 participants in the program will receive curricular instruction in both Spanish and English based on their entering proficiency in their mother tongue. Through bilingual methods of instruction, the project staff will follow the Board of Education curriculum guides which pertain to the appropriate grade levels of students so that the general content of school-related material will be similar to that of the rest of the school. Subject areas such as, social studies and music will emphasize the development of cultural awareness and pride on behalf of the participants.

Project Objectives

Given the Cooperative Inter-American Test of Reading, Primary and Intermediate Level, in Spanish on a pre-test-post-test basis, the performance of the participants in the Bilingual Program will be significantly different at the .05 level of significance.

Given the Cooperative Inter-American Test of Reading, Primary and Intermediate level, in English on a pre and post test basis, the performance of the participants will be significantly different at the .05 level of significance.

Given a teacher made test in academic subjects-mathematics, social studies, and science in May, 80 per cent of the participants will achieve a score of 70 percent or better.

Number of Children Served

Elementary: 1,003
JHS and/or IS: 297

Community School District 23

Bilingual and Bicultural Program at P.S. 155K

Project Description

This program is being proposed after consultation with Ocean Hill Brownsville Bilingual Program Steering Committee to meet recognized pupils' needs. These students will be selected on the basic requisites that they are Spanish speaking, that they have scored below the norm on standard tests in reading and mathematics; parental consent, and administrative recommendation. PS 155 is located in District 23 and has the highest proportionate number of Spanish Speaking pupils in the district. Pupils in Kindergarten through 5th grade will be included in the program.

Classes will be conducted in all areas of the curriculum in both languages (English and Spanish). Mathematics, social studies, science and guidance will be taught in the mother tongue and special emphasis placed on second language learning (Spanish or English where appropriate). A variety of graded materials suitable to the pupils' needs will be utilized; classrooms will provide a relaxed tension-free atmosphere conducive to learning.

Suitable materials will be provided and/or developed to assist the teachers in achieving the goals. A bilingual school library will be organized and special curriculum materials will be developed and/or purchased.

In our program we will include a pre-service and in-service training component that will provide (4) teachers and (10) para-professionals with techniques relevant to bilingual education and a curriculum diagnosed to meet the needs of the children.

Program Objectives

1. To offer students in the elementary level an opportunity to develop functional bilingualism.

2. To facilitate the academic achievement of our Spanish speaking pupils by teaching them in their own language, while they are developing skills in English.

3. To maintain and improve pupils native language (Spanish).

4. To avoid or lessen scholastic retardation in children whose mother tongue is not their principal school language.

Number of Students Served

Elementary: 480